Exceptional Children Division

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North Carolina's Alternate Assessment (NCExtend 1)

A guidance webinar

History of the Alternate Assessment

- The mandates of the 1997 reauthorization of the IDEA required all students to participate in state and local testing programs.
- The Elementary and Secondary Education Act allowed for 1
 percent proficiency performance to be counted from the
 alternate assessment on grade-level achievement students.
- In 2015, the Every Students Succeeds Act changed the alternate assessment to a 1 percent total participation of the alternate assessments reserved for students with the most significant disabilities.

1 percent cap purpose

- The 1.0 percent cap is based on current incidence rates of students with the most significant cognitive disabilities
- A limit is required to ensure a thoughtful application of alternate achievement standards and to protect IEP teams from pressure to assign low-performing students to assessments and standards that are inappropriately restricted in scope

1 percent cap

- The reauthorization of ESEA as the Every Student Succeeds Act (ESSA), placed a 1 percent cap on participation in the alternate academic achievement standards.
- LEA's may have a disproportionate number of students with significant disabilities based on proximity to special facilities or services or a smaller LEA.
- An LEA exceeding the cap must submit information to the State justifying the need to exceed the 1 percent cap.

Justification Form

1.0 Percent Participation Justification Form 2017–18

The Every Student Succeed: Act (ESSA) requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area with the NOREXTEND 1 alternate assessment Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to numbers 1-4 are required; it is optional to include additional information (see page 3). This justification document will be publicly posted. As such, the document must not contain any personally identifiable information. If necessary, additional pages may be attached to this form.

	ice charter school start memoer responsiole for overseeing the
completion of the justification form.	
3-Digit LEA/Charter Code:	District/Charter Name:
Contact Name:	Contact Title:
Contact Phone No.:	Contact E-Mail:
Enter a description of how the district/charter s	chool will assure that Individualized Education Program (IEP)
teams are adhering to the eligibility criteria as	outlined in the Testing Students with Disabilities publication
when determining student eligibility for partici	pation in the alternate assessment.

- Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is
- Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:
- · Plans for how disproportionality will be addressed:

defined and plans for how that disproportionality will be addressed.

 Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.

NCDPI/Division of Accountability Services 1 March 2018

Signatures		
Superintendent/Charter School Director	Date	
Exceptional Children Director	Date	
I F A Charter Test Coordinator	Data	

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. The form must be scanned and emailed to alternatesses sement@dpin.gvo by May 4, 2018.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 3 for additional information that can be included but is not required.

NCDPI/Division of Accountability Services

March 2018



What constitutes a significant cognitive disability?

A significant cognitive disability is

- deficits in cognitive and adaptive behavior functioning that are significantly below age expectations and prevents the student from attaining grade level achievement standards, even with substantial modifications and accommodations.
- requiring extensive individualized instruction across multiple settings to access and make progress in the learning environment.
- using substantially adapted materials and individualized methods of accessing information in alternative ways.

A significant cognitive disability is not

- a result of excessive absences, social, cultural and economic differences, identification as an English Learner, pre-determined poor performance on grade level assessments and/or an administrator decision.
- An IQ score alone
- A history of poor performance on state assessments and/or deficient reading scores
- The student's disability category, educational placement, type of instruction, and/or amount of time receiving special education services.
- Sensory (visual or auditory) or physical disabilities; emotionalbehavioral disabilities; or a specific learning disability

The eligibility requirements

Students eligible for the NCExtend 1 must

- Have a current IEP
- Enrolled in grades 3-8, 10, or 11 according to Powerschool
- Must be instructed in the Extended Content Standards in ALL assessed content areas for the past 120 days (best practice)
- Have a significant cognitive disability

Who makes the determination for NCExtend 1 eligibility?

The IEP team makes the eligibility decision

IV. Alternate Assessment Justification If the student is participating in <u>any</u> alternate assessment(s), explain <u>why</u> the regular testing program, with or without accommodations, is not appropriate and <u>why</u> the selected assessment is appropriate:	□ N/A
Alternate Assessment Justification If the student is participating in any alternate assessment(s), explain why the regular testing progor without accommodations, is not appropriate, and why the assessment is appropriate:	gram, with

NCExtend 1 by Grade Level

- Grades 3, 4, 6, 7 ELA and Mathematics
- Grades 5, 8 ELA, Mathematics and Science
 - Grade 10 English II, Math I and Biology
- Grade 11 ELA, Math and Science Combined in one assessment

Course Codes

Students must be enrolled in classes with the letter A in the 5th code area

2003AZ0	Math Grade 3					
3008AY0	Science Grade 8					
9211AX0	English II					

Course codes AZ for elementary, AY for middle and AX for high school

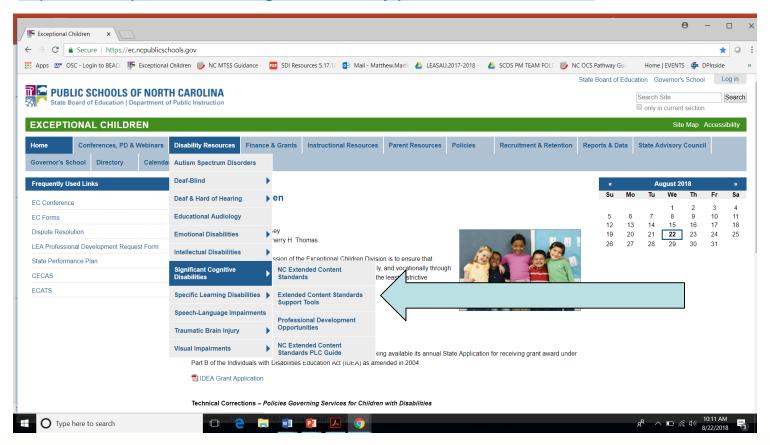
North Carolina At A Glance

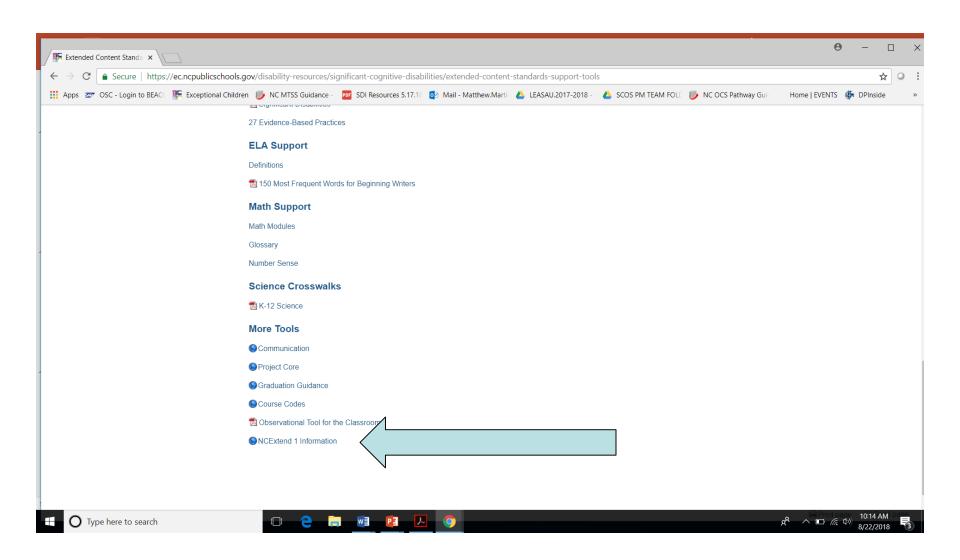
Data from 2016-2017

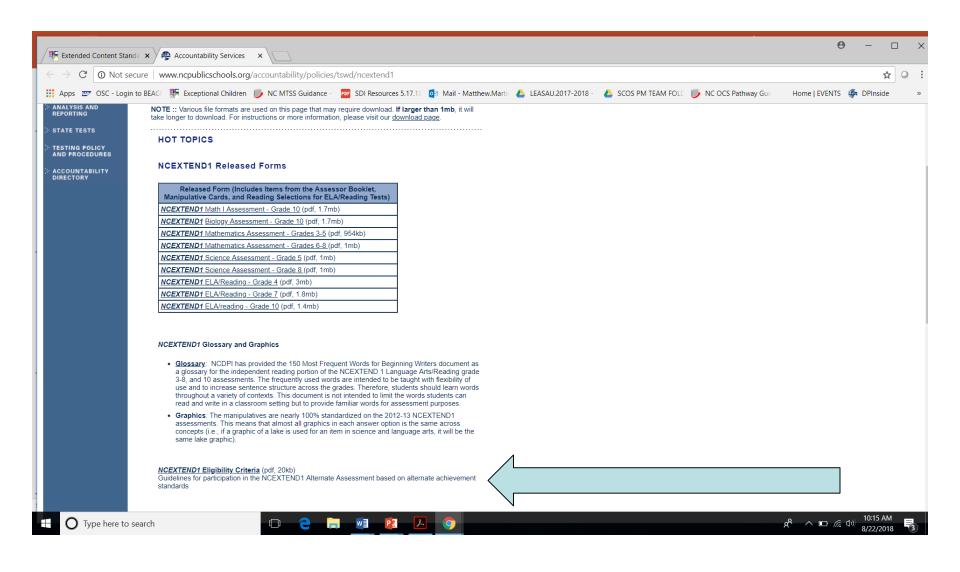
Grade 3 Total (ELA an	Alarming	Grade 4	Alarming	Grade 5	Alarming	Grade 6	Alarming	Grade 7	Alarming	Grade 8	Alarming
Math)	iu	Total		Total		Total		Total		Total	
	SLD -18		SLD -12		SLD - 8		SLD 7		SLD 5		SLD 8
	Mild 172		Mild 195		Mild 209		Mild 187		Mild 194		Mild 201
12	257 <mark>LEP 144</mark>	1261	LEP 118	1281	LEP 121	1181	LEP 110	1215	LEP 115	1282	LEP 105
Science				Total						Total	
					SLD 8						SLD 7
					Mild 209						Mild 107
				1280	LEP 121					1280	LEP 105
Biology	Total			English II	Total			Math I	Total		
		SLD 1				SLD 1				SLD 1	
		Mild 152				Mild 152				Mild 152	
2016-2017	1053	LEP 71		2016-2017	1051	LEP 71		2016-2017	1050	LEP 71	

Guidance document

http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1



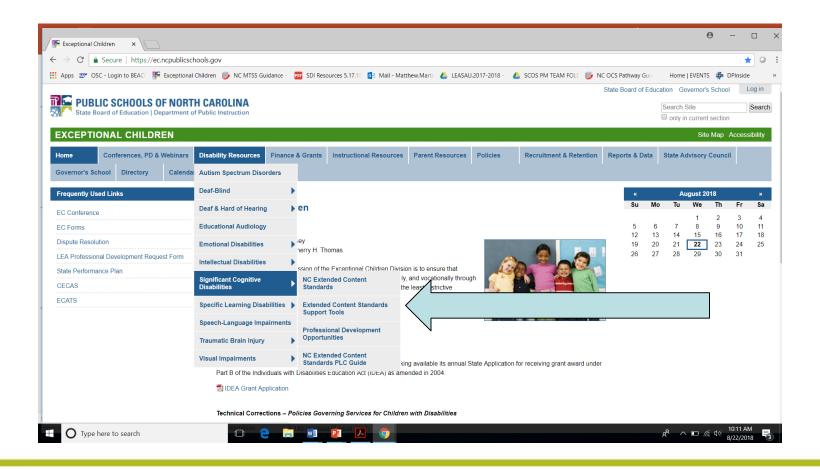




Resources

- NCEO Brief #12, April 2017
- http://www.ncpublicschools.org/accountability/policies/ts
 wd/ncextend1
- http://www.ncpublicschools.org/docs/accountability/policy-operations/tswd/tswdgd1718.pdf
- https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities

Where to find the webinar



Questions?

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